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ABSTRACT

This report presents results of the management reviews of 20 California high school vocational systems which utilized the District Review of Vocational Education (DROVE) process, a consultant-directed self-study that also involves a vertification study conducted by a visiting team made up of nonvocational educators. (Results of the topical analysis are reported in another document.) This report contains information of value to DROVE administration in judging the effectiveness of DROVE instrumentation and of the 12-function system. Report statements for each of the 12 functions are tabulated and the visiting teams' most frequent recommendations are presented in synopsis form. The teams' perceptions of major issues and concerns for the performance of each function are also summarized. The 12 functions are population needs, job market, job performance requirements, program planning, vocational education promotion, student recruitment, curriculum resources and ancillary services, guidance and counseling, placement, vocational instruction, program review, and evaluation. Finally, conclusions and implications are presented following the text to which they apply. The appendix contains a description of how the report statements were formulated and analyzed. (BM)

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DROVE

DISTRICT REVIEW OF VOCATIONAL EDUCATION

IMPLICATIONS FOR DROVE AND THE 12 FUNCTION SYSTEM

PREPARED FOR: VOCATIONAL EDUCATION SUPPORT UNIT
CALIFORNIA STATE DEPARTMENT OF EDUCATION

IN COOPERATION WITH: NAPA COUNTY OFFICE OF SUPERINTENDENT OF SCHOOLS

NOVEMBER 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Section I

INTRODUCTION

Beginning in 1973-74, the Vocational Education Section of the California State Department of Education has conducted, during each school year, district management reviews of twenty high school vocational education systems in California using the District Review of Vocational Education (DROVE) process. The DROVE management review is best described as a structured, consultant-directed self study followed by a verification study conducted by a visiting team of outside vocational education administrators and consultants. Participating school districts receive instrumentation and directions for the self study about six weeks before the arrival of the visiting verification team. The team, consisting of from three to five persons, arrives, reviews the self study, and spends two to three days observing and interviewing. The team writes a report consisting of recommendations and commendations and presents it orally to district representatives prior to the completion of their visit. Within 30 days of the completion of their visit, the superintendent of the district receives their formal written report.

In the fall of 1974, the district self study was amplified to include subject matter assessments conducted in agricultural, business, homemaking, and industrial education. The results of the subject matter assessments are available to the visiting management review team for its consideration during the verification visit.

Apart from use by the districts, the visiting teams' written reports are used by the state as a source of qualitative data for describing vocational education available to California students. During 1973-76, 20 districts selected on a stratified random basis were reviewed annually. By the end of the third year of the reviews, it was judged that sufficient data had been collected from the 60 districts reviewed to perform a worthwhile analysis.

Three separate analyses of the report statements were made: a separately published analysis of topics of concern to management, treating the recommendations and commendations under topical headings reflecting major areas of concern; a systems oriented analysis treating the same statements as they were organized in the DROVE reports under headings for the 12 functions of vocational

education; and an analysis of statements pertaining to specific instructional programs.[1]

This document reports the results of the systems oriented analysis and the analysis of statements pertaining to specific programs. It contains information of value to DROVE administration in judging the effectiveness of DROVE instrumentation and of the 12 function system. Report statements for each of the 12 functions are tabulated, and the teams' most frequent recommendations are presented in synopsis form. Visiting teams' perceptions of major issues and concerns for the performance of each function are summarized. Conclusions and implications are also presented, following the text to which they apply.[2]

Many individuals helped to develop the information in this report. The contributions of the visiting team members who produced the district review reports cannot be overstated. Key to the project was the support of members of the vocational education administrative unit of the State Department of Education; in particular, Samuel Barrett, State Director of Vocational Education, and Roland Boldt, Chief, Vocational Education Field Operations. Throughout the study, Peter Kneedler and Charles Manning of Vocational Education Field Operations provided information and opinions based on their experience in administering DROVE reviews and conducting follow-up studies. Mary Auvil, longtime consultant to the DROVE staff, analyzed the 60 review reports, developed the statistical tables, and prepared the report draft. The project was directed by Ernest Neasham of Vocational Education Field Operations.

Special commendation is due Piercy Holliday, Napa County Superintendent of

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[1]The DROVE review is a district management review and is not intended to deal with subject matter areas. Teams, however, sometimes made recommendations and commendations about features of instructional programs and courses in one of the four conventional subject matter areas: Agricultural, Business, Homemaking, or Industrial Education. All such statements (375 in number) were removed from the topical and functional analyses and were treated separately.

[2]Results of the topical analysis are reported in another document, Policy Implications Derived from 60 DROVE Reports, available from Vocational Education Field Operations, California State Department of Education, 721 Capitol Mall, Sacramento, California 95814. This report includes an executive summary, an analysis of DROVE team perceptions of issues and courses of action, and a discussion with recommendations. Information about characteristics of the districts reviewed and of the DROVE visiting teams appear in the appendixes.

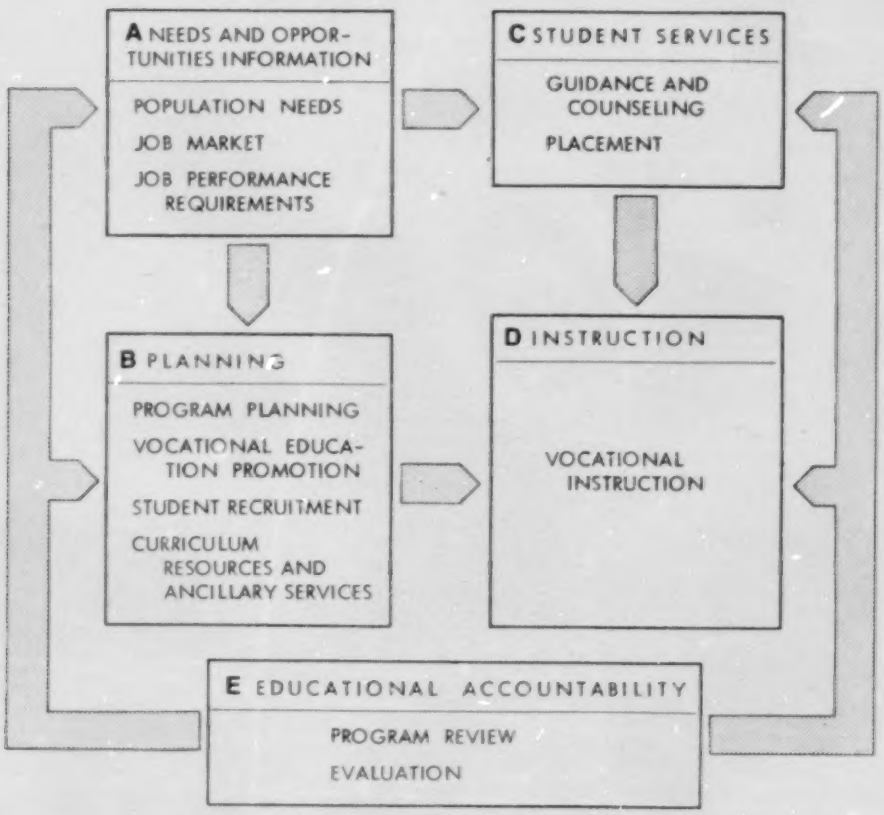
Schools, and J. Wilson Bilyeu, Coordinator of Vocational Education for Napa County. These gentlemen and members of the County staff supported the DROVE project with advice and administrative and fiscal services.

Section II

FUNCTIONAL ANALYSIS

Each team which visited one of the 60 school districts addressed the 12 functional elements of a conceptual delivery system in their report. The 12 functions had been identified between 1969 and 1972 by vocational administrators who were guided by systems oriented consultants in a series of workshops. In essence, the functional elements emerged as those elements which were necessary to maintain an effective school district organization for the delivery of vocational education to students. The elements or functions could also be considered as essential criteria for planning or evaluating such an organization. The system was represented graphically to those who participated in DROVE as shown in the figure below.

A VOCATIONAL EDUCATION DELIVERY SYSTEM



Central to the conceptual model was vocational education instruction; all the other 11 functional elements were subsidiary to the instructional function. Thus it was reasoned that instruction could not be effective unless it was planned, taking into consideration information about student and labor market needs and skills required. It was thought that planning should also provide for promoting the vocational education programs, for recruiting a continuous supply of students, and for securing the resources (staff, facilities, and materials) and services necessary to support instruction. Since instruction was not thought to be effective without properly motivated and qualified students, guidance and counseling was identified as one element or function. Also, it was held that effective instruction should culminate in placement of the student after training. The instruction function itself was conceived as providing valid curricular content and appropriate styles of instruction. Two additional functions were defined: program review, which suggested a constant interface with the total instructional program to make sure that vocational education was adequately represented and that vocational education was not maintaining obsolete training programs; and, finally, the evaluation function would provide a continuous overall check on the entire system to determine if each of the other 11 functional elements was contributing to the system.

In the DROVE reports, teams considered each district in terms of each of the 12 functions or criteria of the vocational education delivery system. Under headings for each function, they recorded brief commendation and recommendation statements to reflect their observations about district performance of the function. In the 60 review reports, at least one recommendation was recorded for each of the 12 functions in 98 percent of the cases. In other words, there were 720 opportunities to recommend; teams took advantage of the opportunity 704 times. Commendation opportunities were not utilized as often; of the 720 possible occasions, teams failed to commend 22 percent of the time.[1]

Reports ranged in total number of recorded recommendation and commendation statements from as few as 22 to as many as 84; the average was 55. There was an average of 3 recommendations recorded per function per report and an average of 1.6 commendations recorded per function per report; the allover ratio of recommendations to commendations was about two to one.

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[1]Sample statements from the DROVE reports are included in the Appendix.

For this analysis it was necessary to categorize the recorded commendations and recommendations in the visiting teams' reports by isolating discrete data elements. Often a recommendation submitted by a team member contained more that one suggested course of action, or strategy, for the district. Multiple commendations were also suggested in a single recorded statement. It was thus necessary to identify each single recommended course of action and each individual commendable feature for classification in the categories used for analysis. Nearly 5,000 discrete recommendations and commendations were identified.

Occasionally duplication was found in the statements in a report; repetitious statements were eliminated, where detected. Also, statements about a topic not clearly associated with a particular function (e.g., establishing a vocational education coordinator position) were recorded under different functions by different teams; such statements were grouped under one function for this analysis. Single written statements which applied to several functions were assigned to all appropriate functions. And, finally, statements which applied to specific programs were isolated for separate analysis.[2]

Therefore, the number of recommendations and commendations as analyzed varies considerably from the number of statements which appeared originally in the 60 reports. Teams recorded 3,304 statements which they labeled as recommendations or commendations; the writer identified 4,617 discrete statements for the functional analysis and 375 statements relating to specific instructional programs. The recommendations and commendations as identified in the categories used for this study are tabulated by function on the next page.

As the table shows, the Vocational Instruction function and the Guidance and Counseling function were the major focus of attention in the 60 reports; nearly one-third of the teams' statements were concerned with district performance of these functions. Both cover complex operations about which teams found they could make favorable observations and numerous suggestions for improvement. In the opinion of those who have been administering the DROVE process, many of the DROVE team members were former teachers and therefore felt more comfortable dealing with instructional matters, such as curriculum and teaching methods, than with some of the other functions. DROVE administrators

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[2]See footnote 1, page 2.

RECOMMENDATIONS AND COMMENDATIONS BY FUNCTION

FUNCTION	RECOMMENDATIONS	COMMENDATIONS	TOTAL	RANK BY TOTAL
1. Population Needs	148	99	247	10
2. Job Market	121	79	200	11
3. Job Performance Requirements	110	30	140	12
4. Program Planning	335	140	475	4
5. Vocational Education Promotion	210	108	318	8
6. Student Recruitment	183	67	250	9
7. Curriculum Resources and Ancillary Services	303	179	482	3
8. Guidance and Counseling	442	241	683	2
9. Placement	227	94	321	7
10. Vocational Instruction	477	271	748	1
11. Program Review	298	81	379	5
12. Evaluation	280	94	374	6
Total	3,134	1,483	4,617	

NOTE: Does not include 375 statements related to specific instructional programs.

also cited the tendency for vocational educators to attribute a lack of activity in career oriented counseling to traditional personal adjustment values held by counselors; apparently team members hoped to stimulate increased emphasis on vocational counseling by giving the function extra attention in their reports to district management.

Neither of these two functions was especially high in the ratio of recommendations to commendations however; for both, teams wrote about twice as many recommendations as they wrote commendations. In comparison, for the Program Review function and the Job Performance Requirements function teams wrote nearly four times as many recommendations as commendations; for the Evaluation function and the Student Recruitment function there were about three times as many recommendations as there were commendations. Thus it seems that the need for the districts reviewed to improve performance in these functions may be relatively greater, even though teams wrote less about them in their reports.

The information functions, Population Needs, Job Market, and Job Performance Requirements, received the least attention as individual functions; collectively they were the subject of only one-eighth of the report statements. The relatively simple and straightforward operations for performing these functions may have offered less opportunity for making numerous recommendations or commendations; also team members may have been less familiar with these functions or may have thought them to be less important than other aspects of the delivery system. Nonetheless, report statements for these three functions were a source of evidence that teams were concerned about the procedures districts were using to obtain, disseminate, and use information in managing their vocational education delivery systems.

To reach usable conclusions about the status of performance for each of the 12 functions--that is, to identify major areas of perceived strength and weakness in each function and to learn what strategies were proposed for improvement--it is necessary to examine each function in turn. A tabulation, synopsis of recommendations, and summary for each function appears on the following pages.

For each function, strategies most often recommended for improving performance are tabulated. Also shown is the number of "corresponding commendations"[3] that teams made where they found the strategy in use. Each table is accompanied by a synopsis of the tabulated recommendations which presents in more definitive terms the nature of actions most frequently suggested in the recommendations. Following this, there is a digest of the information derived from the report recommendations and corresponding commendations. Here the teams' perceptions of needs for change in performance of each function in the 60 districts are summarized. Where appropriate, observations about the teams' perceptions and implications drawn from them appear in the text immediately following the material to which they refer. These comments are always printed in italic to clearly distinguish them from the information which appeared in the reports.

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[3]The corresponding commendation for the recommendation to collect follow-up data on graduates would be a commendation for follow-up of former students.

Function 1 POPULATION NEEDS. Providing current and usable information on the district's populations seeking or needing vocational education.[4]

RECOMMENDED STRATEGIES	NUMBER OF RECOMMENDATIONS	NUMBER OF COMMENDATIONS
1. Develop a population needs information system.	23	3
2. Implement system procedures:	53	46
Collect population needs data.	(23)	(32)
Analyze and summarize data.	(28)	(7)
Disseminate information.	(37)	(2)
Use information.	(28)	(16)
3. Refine present system.[1]	13	6
4. Identify needs of special target groups.	16	-
5. Cooperate with others.	12	18
6. Other.	31	26
	148	99

[1]Corresponding commendation: Recognizing need to improve performance.

SYNOPSIS OF RECOMMENDATIONS

1. Develop a population needs information system. Develop and implement a plan to systematicly provide information about population needs.
2. Implement system procedures. Periodically collect information about population needs. Analyze and summarize population needs data in a usable form. Disseminate the information (e.g., to teachers, advisory committees, administrators, other school personnel). Use needs data in program planning, implementation, and review; in student recruitment.
3. Refine present system. Keep information current, establish more regular procedures, expand use of available sources.
4. Identify needs of special target groups. Identify vocational education needs of disadvantaged and handicapped, adults, continuation school students.
5. Cooperate with others. Use facilities and services of county schools office, ROP, neighboring districts, community college.
6. Other. Use specific techniques; involve advisory committees and others to strengthen performance.

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[4]Definitions for each function are from the instrument used in the DROVE process, "Guide for Reviewing a District Vocational Education System" (Sacramento: California State Department of Education, 1972).

Recommendations and corresponding commendations indicated that while data on population needs was available in about half of the districts reviewed (from student surveys, follow-up studies, and county office sources), this information frequently was limited and was not being processed and used systematically. Teams recommended development and implementation of information systems, including procedures for disseminating data, for identifying needs of special target groups, and for using data more effectively. They suggested that existing information systems could be refined to provide more up-to-date and complete information.

While some districts were seen to be making use of sources of population needs data available to them (chiefly county schools offices), others were encouraged to use additional sources and/or to cooperate with others in conducting needs surveys. Reviewers suggested that more attention should be directed toward identifying the needs of special target populations, i.e., disadvantaged and handicapped students, adults, and continuation school students.

> *The popular concept of population needs information, as revealed in the commendations and recommendations, is often limited to surveys of students in school and follow-up of graduates. In the 12 function system concept, it has been suggested that districts be directed to other important sources of data (e.g., census data, test data) that will provide information about needs of other populations in the community (adults, out-of-school youth, younger students), as well as high school students.*[5]

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[5]Vocational Education Division, San Mateo County Office of Education et. al., Model Program Statements for the 12 Functions of the California Vocational Education System (San Mateo: San Mateo County Office of Education, June 1972), p. 3.

Function 2 JOB MARKET. Providing current and usable information that identifies and projects job market opportunities in the labor market served by the district.

RECOMMENDED STRATEGIES	NUMBER OF RECOMMENDATIONS	NUMBER OF COMMENDATIONS
1. Develop a job market information system.	19	3
2. Implement system procedures:	48	34
Identify the job market area.	(6)	(7)
Collect data.	(28)	(24)
Analyze and summarize data.	(19)	(2)
Disseminate information.	(29)	(2)
Use information.	(32)	(5)
3. Refine present system.[1]	10	8
4. Cooperate with others.	19	17
5. Other.	25	17
Total	121	79

[1]Corresponding commendation: Recognizing need to improve performance.

SYNOPSIS OF RECOMMENDATIONS

1. Develop a job market information system. Develop and implement a plan to systematically provide job market information.
2. Implement system procedures. Define the job market area served. Obtain current information about job market needs in the area. Analyze and summarize the information in a usable form. Develop a delivery system to disseminate the information (e.g., to vocational education teachers, counselors, administrators, other school and district personnel). Use the information in program planning, implementation, and review; in curriculum development; in guidance and counseling.
3. Refine present system. Provide more up-to-date information; project needs over longer periods; work more closely with cooperating sources.
4. Cooperate with others. To gather job information, use resources and services of agencies, such as county schools office, EDD, ROP, community college, other districts.
5. Other. Involve advisory committees; use specific techniques; implement District Plan for function.

Commendations written for the Job Market function indicated that very few of the districts reviewed had developed systems for providing job market data. In most cases, teams recommended that increased effort be made to acquire more specific job market data, process it into usable form, and make it

available for use. Present systems were seen as needing refinement to insure that information was kept up to date and that projections of job market needs covered a period of sufficient duration. Districts were also urged to make greater use of existing sources and to cooperate with other agencies in collecting information.

There was evidence in the report statements that, in some cases, districts apparently had not accomplished the necessary first step in performing the job market function: identifying their job market area. In reviewing the analysis of data for this function, DROVE management questioned whether teams had given enough attention to this critical step in their recommendations.

While districts were making gestures toward acquiring population needs and job market information to justify curriculum, most needed to obtain and process more information and to put the information to better use. If state level policy makers are serious about districts basing their plans on needs information, they must start helping local personnel to do this.

Function 3 JOB PERFORMANCE REQUIREMENTS. Specifying and updating, as a basis for instruction, the performance requirements (skills and knowledge) of occupations included in the district's vocational education offerings.

RECOMMENDED STRATEGIES	NUMBER OF RECOMMENDATIONS	NUMBER OF COMMENDATIONS
1. Establish a system for regular performance of function.	9	0
2. Implement system procedures:	50	15
Compile job performance requirements.	(30)	(7)
Disseminate job performance requirements.	(16)	(1)
Use job performance requirements.	(25)	(7)
3. Refine present system.[1]	6	1
4. Use advisory committee inputs, other sources.	26	6
5. Other.	19	8
Total	110	30

[1]Corresponding commendation: Recognizing need to improve performance.

SYNOPSIS OF RECOMMENDATIONS

1. Establish a system for regular performance of function. Develop and implement a system that will provide up-to-date job performance requirements for all vocational education offerings.
2. Implement system procedures. Systematically identify and compile job performance requirements. Disseminate job performance requirements to counselors, faculty, administrators, others. Use job performance requirements, e.g., to develop measurable performance objectives, update curriculum, in guidance and counseling, program planning, evaluating student performance.
3. Refine present system. Provide additional, improved information; update information more frequently; refine procedures for communicating information; further coordinate classroom activities with on-the-job performance.
4. Use advisory committee inputs, other sources. Use inputs from advisory committees, people engaged in the occupation, manpower agencies, county office publications.
5. Other. Implement Function 3 in District Plan; clarify goals and objectives.

Recommendations for the Job Performance Requirements function reflected concern that far too little use was being made of job performance requirements in the districts reviewed. With a few commendable exceptions, teams found that performance analysis was not being done, or was often a mere gesture, and that districts needed to strengthen their curriculum planning and validation

and their counseling services by applying current job performance requirement information.

In keeping with a remedy suggested for nearly every function, teams proposed increased participation of knowledgeable local people to accomplish the objectives of this function. Teams suggested that subject matter advisory committees assist in the identification and validation of job performance requirements in vocational areas where programs are established or are being planned, apparently assuming that their background can represent industry at large. They also proposed that employers and manpower agencies could provide inputs. Districts were not referred to readily available published sources (Dictionary of Occupational Titles, Counselors' Guide to Occupations), and there was little indication in the reports that these were found in use.

Elaborations of the functional concept[6] *suggest that teachers should be encouraged to consult more sources (student feedback, work in the occupation) and that they should be informed about available published sources of information about job performance requirements.*

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[6]Ibid., p. 8, and Mary Auvil, The 12 Functions of a Vocational Education Delivery System (Sacramento: Vocational Education Field Operations, California State Department of Education, August 1975), p. 6.

Function 4 PROGRAM PLANNING. Long- and short-term planning designed to provide vocational education offerings meeting the needs of the district's population and the labor market the district serves.

RECOMMENDED STRATEGIES	NUMBER OF RECOMMENDATIONS	NUMBER OF COMMENDATIONS
1. Improve procedures for the program planning function.	20	9
2. Increase participation in program planning:	119	39
Advisory committees	(48)	(14)
School/district personnel	(43)	(16)
Non-district personnel	(21)	(8)
Students	(7)	(1)
3. Improve writing, use of planning documents.	34	12
4. Plan programs to meet needs.[1]	32	22
5. Plan for articulation with other programs.	18	16
6. Use planning information.	16	4
7. Improve communications necessary for planning.	14	2
8. Other.	82	36
Total	335	140

[1]See also Function 10, Vocational Instruction, and Section III, Program Analysis, where other recommendations for additional programs are discussed.

SYNOPSIS OF RECOMMENDATIONS

1. Improve procedures for the Program Planning function. Establish a coordinated system for districtwide vocational education program development and implementation.

2. Increase participation in program planning. Establish, use advisory committees; involve school/district personnel (teachers, counselors, vocational education staff, administrators); involve non-district personnel (county staff, state staff, ROP personnel); involve students and former students.

3. Improve writing, use of planning documents. Involve more people in writing the District Plan for Vocational Education (teachers, vocational education staff, advisory committees, county and state staff); update, disseminate the District Plan; become familiar with, comply with the State Plan for Vocational Education.

4. Plan programs to meet needs. Plan more comprehensive offerings; plan programs for disadvantaged and handicapped; investigate special grant programs.

5. Plan for articulation with other programs. Cooperate with other schools in the district, the ROP, other districts in the area, the community college, other education agencies in planning coordinated vocational programs to meet student needs.

6. Use planning information. Develop and use informational data (population needs and job market data, job performance requirements, student surveys, follow-up studies) as a basis for developing new programs.

7. Improve communications necessary for planning. Conduct more discussions, exchange information among those involved in program planning (between administrators and staff; between district schools; with ROP, county office); disseminate planning results.

8. Other. Provide resources for planning; review budgeting procedures; plan programs for special target groups; develop work experience programs; assign responsibility for program planning; participate in ROP.

As well as urging districts to establish districtwide planning procedures for the total vocational program, teams found need for ongoing strategies in specific areas, such as planning for students with special needs, developing programs with the ROP, systematic communication and use of planning information, and updating the District Plan.

Visiting teams clearly felt that program planning practices in the districts reviewed would be improved if more people were involved in planning. In nearly every report they recommended that more effective use should be made of advisory committees and, in most reports, that teachers should provide more input. Students, counselors, and other district personnel, county staff, and state staff were also frequently named to take active roles in planning.

In recommendations for preparing or revising the District Plan for Vocational Education, teams urged that vocational instructors and other vocational staff be involved; the Plan should be written by the people who will carry it out. Reports indicated that teachers and other staff too often are not familiar with their District Plan, which may be authored as a compliance document by a single individual, is not distributed to instructors, and does not have its intended use as a planning and management tool. Teams also cited local personnels' lack of familiarity with the State Plan for Vocational Education in several reports.

Teams considered articulation to be an important element in planning and providing vocational education programs that would meet student needs. They recommended and commended participation in areawide planning and planning

coordinated with the ROP, community college, and/or other schools in the district.

Recommendations for using planning data included under the Program Planning function were amplified or implied elsewhere in nearly every report. Under the Population Needs, Job Market, and Job Performance Requirements functions, teams specified that the data collected was to be used as a foundation for planning decisions. Teams cited specific data that was available or could be obtained for use in formulating proposals for course offerings and in revising the District Plan.

While many districts were commended for offering new courses at their schools or in cooperation with an ROP in response to student needs, very few commendations specified that hard data had been used in planning these new programs. This is confirmation that districts either are unable to provide curricular validation information about student needs and labor market needs or that they do not know how to get and utilize such information.

The teams' concern for improving communications among personnel involved in planning assumes greater importance in view of their recommendations for increasing participation, for using information, and for articulation of programs. Commendations here and elsewhere in the reports indicated that excellent communications between those involved in vocational education existed in some of the districts reviewed; however teams found many instances where local personnel needed to open lines of communication to exchange information and ideas about plans within a school, between the schools in the district, between the school(s) and the district office, or with cooperating agencies.

Function 5 VOCATIONAL EDUCATION PROMOTION. Informing (a) the public (and its decision-making representatives) of the strengths and merits of vocational education and (b) target populations of vocational education opportunities and advantages.

RECOMMENDED STRATEGIES	NUMBER OF RECOMMENDATIONS	NUMBER OF COMMENDATIONS
1. Develop systematic procedures for vocational education promotion.	41	2
2. Inform target audiences about vocational education.	58	40
3. Increase participation in promotion.	37	17
4. Use techniques, materials to promote vocational education.	22	37
5. Assign responsibility for promotion.	10	0
6. Other.	42	12
Total	210	108

SYNOPSIS OF RECOMMENDATIONS

1. Develop systematic procedures for vocational education promotion. Organize promotion efforts into a comprehensive, coordinated information system for the promotion of all district vocational education programs.
2. Inform target audiences about vocational education. Increase visibility of vocational education programs externally and internally; inform the public (community), students, school/district personnel about vocational education offerings and services.
3. Increase participation in promotion. Involve vocational youth groups, school/district personnel, advisory committees, non-district personnel as agents in promotional activities.
4. Use techniques, materials to promote vocational education. Use available news media, promotional materials (brochures, communiques, posters), events, (career days, open house) to publicize vocational education programs.
5. Assign responsibility for promotion. Identify person(s) to be responsible for implementation of the Promotion function.
6. Other. Provide inservice to inform staff about vocational offerings, provide resources, use career center.

While teams commended districts for promotional activities and for materials they were shown, their commendations and recommendations indicated that vocational education promotion is limited in most districts to isolated efforts by individuals or departments. In 80 percent of the districts reviewed, teams recommended that plans be made for a system that would coordinate present

efforts and provide for more comprehensive exposure of all district programs, including regional occupational programs, where applicable.

Teams endorsed traditional techniques and materials for promotion: news articles, informational publications, presentations, special events. They proposed that campaigns be internal, directed toward students and staff, and external, directed toward the community. They advised that all teachers, counselors, and other staff (including academic staff) be made aware of the vocational education offerings and services.

In nearly half the reports, teams recommended that students or student organizations (FFA, FHA, DECA, FBLA, VICA) be enlisted to help promote vocational education in their contacts with other students and their parents. Teachers should also become more involved, e.g., by developing materials about their programs.

In several reports teams recommended naming an individual to be responsible for managing promotional activities; two suggested that districtwide committees be established for the multi-high school districts they reviewed.

DROVE management endorsed the idea that effective promotion campaigns in larger districts might best be planned and carried out by a staff person or consultant selected for his expertise in public relations and media communications, who could call on instructors and other staff as needed for information and assistance.

System concepts suggest that the present popular concept of vocational education promotion, as revealed in the DROVE reports, are too narrow, and that target audiences should be expanded to include sources of support beyond the community, at the state and federal levels. District vocational educators should be reminded, for example, of the potential promotional value of reports and plans they submit to the State Department of Education and of the importance of keeping their congressmen informed about their achievements and needs in vocational education.[7]

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[7]The 12 Functions, p. 8, and Model Program Statements, p. 10.

Function 6 STUDENT RECRUITMENT. Identifying and enrolling in vocational education those students and potential students who can profit from such instruction.

RECOMMENDED STRATEGIES	NUMBER OF RECOMMENDATIONS	NUMBER OF COMMENDATIONS
1. Develop systematic procedures for student recruitment.	19	7
2. Compile, use student survey information.	25	2
3. Identify and recruit students with special needs.	18	3
4. Include others not now being served.	16	7
5. Inform potential students about programs.	16	7
6. Increase participation in recruitment.	14	8
7. Use career center in recruitment activities.	13	7
8. Use other techniques, materials.	25	9
9. Other.	37	17
Total	183	67

SYNOPSIS OF RECOMMENDATIONS

1. Develop systematic procedures for student recruitment. Design and conduct diversified, coordinated recruitment activities.

2. Compile, use student survey information. Conduct surveys to determine student interests and needs; use information to identify and place students in appropriate vocational programs.

3. Identify and recruit students with special needs. Place more emphasis on identifying and enrolling disadvantaged and handicapped students, out-of-school youth, adults, continuation school students.

4. Include others not now being served. Intensify efforts to increase enrollments; direct additional recruitment activities toward junior high school students, underclassmen, males and females, students unable to enter full vocational programs.

5. Inform potential students about programs. Disseminate information about district, ROP, community college offerings to students in high schools and feeder schools and to their parents.

6. Increase participation in recruitment. Enlist vocational youth group directors and members in recruitment activities, increase recruitment efforts by counselors, instructors.

7. Use career center in recruitment activities. Use career center facilities and staff to disseminate information about vocational education programs and opportunities.

8. Use other techniques, materials. Provide improved information about course offerings; provide more career information and experiences; develop additional techniques and materials for recruitment.

9. Other. Promote articulation, improve coordination of ongoing activities, encourage enrollment in ROP.

While teams found that some of the districts reviewed were using systematic procedures to recruit students into vocational programs, in many districts recruiting procedures could be improved and recruitment activities intensified.

The strategy most often suggested for use in recruitment was to survey student interests and needs and to use this information to identify students who could benefit from enrollment in vocational courses. Teams also recommended that districts direct more attention to the identification and enrollment of students with special needs.

Teams advised that more information about vocational program opportunities and careers should go to entering students and to feeder school students. They suggested that career centers be equipped and used more effectively to inform students about course offerings and job opportunities. Among other practices proposed for stimulating the interest of potential enrollees were group counseling, exploratory work experience programs, field trips, and featuring individual programs from time to time in promotional efforts.

Teams felt that vocational youth group members could help develop awareness of the benefits of vocational education through their contacts with fellow high school students, feeder school students, and parents. In a few instances, teams specified that teachers and counselors should intensify their efforts to enroll students in vocational classes, including ROP and community college classes.

Teams were impressed with the technique of administering student interest surveys to entering and prevocational students and having teachers and counselors use the information obtained as a basis for recruitment. The state might disseminate information about undertakings of this nature, such as those currently underway in Ventura County.

Function 7 CURRICULUM RESOURCES AND ANCILLARY SERVICES. Providing resources and services necessary to maintain, expand, and improve appropriate vocational education offerings and to develop new offerings as needs emerge. (NOTE: These include teachers and staff, inservice education, facilities, equipment, and instructional materials.)

RECOMMENDED STRATEGIES	NUMBER OF RECOMMENDATIONS	NUMBER OF COMMENDATIONS
1. Provide resources (facilities, equipment, materials, staff time, funds).	58	61
2. Establish, strengthen Coordinator of Vocational Education position.	36	8
3. Provide inservice training opportunities.	34	22
4. Review budgeting procedures, uses of funds.	27	17
5. Develop systematic procedures for providing resources.	26	1
6. Cooperate with others to provide resources.	21	9
7. Expand staff.	21	17
8. Clarify roles and responsibilities	11	0
9. Other	69	44
Total	303	179

SYNOPSIS OF RECOMMENDATIONS

1. Provide resources. Upgrade and/or expand facilities, equipment and/or resource materials; keep equipment up-to-date and in good repair; provide adequate funds to maintain programs; allocate additional staff time to implement recommendations.

2. Establish, strengthen Coordinator of Vocational Education position. Assign one person to coordinate all vocational education activities; give coordinator authority commensurate with responsibilities; elevate position to districtwide directorship; assign additional responsibilities to coordinator.

3. Provide inservice training opportunities. Support inservice programs to upgrade teacher skills, insure effective vocational instruction, promote understanding of career and vocational education. Encourage attendance at state and county sponsored workshops and conferences, visits to exemplary programs. Provide release time, substitute services, travel allowances.

4. Review budgeting procedures, uses of funds. Seek additional funding to augment local support; increase participation in funding decisions; use funds to expand and improve programs for the direct benefit of students.

5. Develop systematic procedures for providing resources. Establish a system for equipment maintenance and replacement; develop a plan for providing inservice training.

6. Cooperate with others to provide resources. Investigate the possible use of community facilities, services, resources; contract with ROP.

7. Expand staff. Provide additional classified personnel and/or certificated personnel.

8. Clarify roles and responsibilities. Develop job descriptions, organization charts to clarify duties and responsibilities of personnel.

9. Other. Increase participation in decisions about resources; provide resources for work experience; review conditions which affect use of resources.

Visiting teams identified several major areas where districts could improve performance in providing the resources and services necessary to support vocational offerings. Of these, the most critical single need appeared to be to strengthen vocational education administration. Recommendations to this effect appeared throughout DROVE reports; in several cases teams made similar recommendations under two or more functions to emphasize the importance of establishing or strengthening the vocational education coordinator position. In all recommendations, the coordinator was the person most often named responsible for implementation; teams indicated that this leadership role was key to facilitating districtwide cooperation necessary for systematic program improvement and expansion. They commended districts which had established the position or were considering this move, and urged even small districts to assign administrative time for coordinating their vocational education programs.

In some instances, teams felt that the coordinator had difficulty in fulfilling his responsibilities because these were not clearly defined and understood. They recommended that job descriptions for the coordinator (and other staff) be written and that the organizational structure of the system be clearly charted.

Recommendations directed toward needs for providing resources (facilities, equipment, materials, staff time, funds) most often specified expanding or upgrading facilities and/or equipment; districts were commended most often for providing adequate materials and supplies to support instruction. Teams were concerned about the condition of equipment they found in use; nearly one-third of the districts reviewed were advised to establish a plan for regular maintenance and replacement of equipment. As a means of providing resources which could not be made available on campus, teams recommended that districts investigate resources in the community and at the ROP.

Teams commended districts for providing qualified staff, but indicated in commendations and recommendations their belief that personnel would benefit

from inservice programs and other professional development activities. They viewed inservice as a means for upgrading skills, for promoting understanding of vocational education, and for correcting many weaknesses in performance. Among specific topics suggested were uses of data, funding procedures, and safety. (See also Function 8, Guidance and Counseling.)

At all steps in the DROVE process participants are reminded that the review is not an audit; teams did not review district funding or expenditures. However some general suggestions were made about ways in which districts could obtain and allocate funds. Teams found that some districts were not using funding sources available to them, such as VEA Part A setasides, and urged them to do so. They suggested applying for special grants for work experience and home economics related occupational programs and investigating resources that might be available to them through ROP and community college legislation. Teams also indicated that a few of the districts reviewed were not maintaining an audit trail of their vocational education expenditures and implied that some were not using VEA funds to directly benefit students. Procedurely, they recommended that more people be involved in determining allocations (e.g., instructors, principals) and that staff be kept informed about budget allocations.

Expansions of classified staff recommended under this functional heading included clerical support for the vocational education coordinator and for placement services; suggested additions to certificated staff included supervisory personnel, specialists, and consultants. Other recommendations for expanding staff appeared under Function 8, Guidance and Counseling, and Function 10, Vocational Instruction.

The high ratio of commendations for providing resources can be explained partially by the fact that resources are easy to observe and, when a team feels it must come up with a commendation, easy to be complimentary about. Other strategies cited by teams may have more significance; such as the need to strengthen management and to upgrade staff. Teams evidently perceived that a vocational education coordinator is necessary for the effective operation of a district vocational education delivery system and endorsed inservice training as a remedy for many of the systems' ills.

Function 8 GUIDANCE AND COUNSELING. Assisting individuals to make meaningful and informed occupational and program choices from the options available and suitable to them.

RECOMMENDED STRATEGIES	NUMBER OF RECOMMENDATIONS	NUMBER OF COMMENDATIONS
1. Provide career center services.	71	55
2. Expand staff.	44	26
3. Provide inservice training opportunities.	34	4
4. Expand use of tests, surveys.	35	15
5. Provide services to additional students.	30	17
6. Provide services to students with special needs.	25	1
7. Develop systematic procedures.	26	4
8. Other.	177	119
Total	442	241

SYNOPSIS OF RECOMMENDATIONS

1. Provide career center services. Establish centers; expand services; make centers accessible to more clients; provide additional staff; provide more materials; promote use.

2. Expand staff. Assign additional staff to guidance and counseling: vocational counselors, paraprofessional assistants, clerical staff, aides, volunteers; provide additional staff for career center.

3. Provide inservice training opportunities. Provide inservice for counseling and guidance personnel on vocational counseling and related skills; for teachers on how to incorporate career guidance in instruction.

4. Expand use of tests, surveys. Compile and use student interest surveys and aptitude tests; conduct follow-up studies.

5. Provide services to additional students. Provide career guidance to students not now being served; develop career awareness programs for underclassmen; survey younger students; extend career center services to include additional students.

6. Provide services to students with special needs. Provide guidance and counseling to disadvantaged and handicapped students, continuation school students, out-of-school youth, adults.

7. Develop systematic procedures. Establish structured program of vocational counseling; develop systems for compiling and using information, for identifying disadvantaged and handicapped, for providing inservice opportunities.

8. Other. Review conditions which affect use of services; provide resources; use recommended techniques; provide career development programs; improve communications, interaction between participants; implement Function 8 in District Plan.

The Guidance and Counseling function was second only to the Vocational Instruction function in the amount of attention received in the DROVE reports, as teams apparently found this a complex area, key to strengthening vocational programs. For the most part, their commendations and recommendations reinforced accepted strategies for providing vocational guidance and counseling.

Career center services were the subject of statements in nearly every report; teams considered the career center to be an important component in the counseling and guidance system. They commended districts which were operating centers or were planning to do so and recommended establishing, expanding, or improving centers. In their statements, teams indicated the importance of making centers accessible to students and adults, by locating them conveniently and by keeping them open during hours when these clients could use them. Many of the career centers visited were in need of additional staff and more complete materials, visitors found. To encourage use of the facility, districts were advised to systematically inform teachers and students about its purposes and services.

Teams recommended increases in staff more frequently in the Guidance and Counseling function than elsewhere in the reports. Districts were advised to employ or assign personnel as vocational counselors and to provide support staff to free counselors to spend more time with students. Apart from reducing student/counselor ratios, teams found need for clarifying counselor roles; for better communication between counselors, teachers, and administrators; and for review of vocational guidance and counseling in relation to other counseling services.

To upgrade vocational counseling and career guidance, teams frequently recommended inservice for counseling and teaching staffs; over half of the recommendations for inservice were written for this function. Two areas were stressed: for counseling personnel, inservice in vocational counseling and related skills, such as administering and using student surveys, disseminating career information, and utilizing the career center; for vocational teachers, inservice in techniques for incorporating career guidance in their instructional programs. Few of the districts reviewed were commended for inservice training in these areas.

Teams recommended that districts expand their use of student interest and ability tests and compile follow-up data and other information for use

in counseling students. They suggested using career center staff or other paraprofessionals to assist in this.

Teams felt that many districts needed to make vocational counseling and career guidance services available to more students. They recommended that vocational counseling should be available to all students, including the college bound, and that students should be exposed to career awareness early in their high school years. Also, districts were advised to provide services to meet the special needs of continuation school students, disadvantaged and handicapped students, out-of-school youth, and adults.

In addition to recommending that several districts develop structured, sequential programs for vocational counseling, teams cited specific aspects of the counseling process where more systematic approaches might improve performance, such as procedures for obtaining or disseminating information, for using community or ROP resources, and for identifying disadvantaged and handicapped students.

The amount of attention teams gave to this function underscores the importance vocational education practitioners place in vocational guidance and counseling in the vocational education delivery system. Visiting teams were dissatisfied both with the counseling services being provided and with the skills of counselors. They perceived need for districts to place more emphasis on vocational guidance for all students, beginning with career awareness programs for pre-vocational students. To accomplish this, the attitudes and competencies of many counselors must be changed. Academically oriented counselors need to be better informed about goals and objectives of vocational education and about techniques for helping students set career goals and make appropriate program choices.

A well-planned campaign may be necessary; for example, the state might offer workshops where vocational education coordinators and counselors could explore strategies for improving vocational counseling. The state might also develop ways to assist district personnel in implementing team recommendations for local inservice programs to strengthen vocational guidance. For the longer range, attention should be given to preservice education for counselor trainees, with more emphasis placed on career counseling skills.

Function 9 PLACEMENT. Assisting district students desiring employment to become employed in situations which meet their needs and the needs of employers.

RECOMMENDED STRATEGIES	NUMBER OF RECOMMENDATIONS	NUMBER OF COMMENDATIONS
1. Develop procedures for providing placement services.	38	7
2. Implement procedures.	42	27
3. Increase participation in placement activities.	30	21
4. Collect and use follow-up data.	16	7
5. Use outside resources for assistance.	13	7
6. Other.	88	25
Total	227	94

SYNOPSIS OF RECOMMENDATIONS

1. Develop procedures for providing placement services. Develop a coordinated system for placement of vocational dducation students and graduates; improve coordination of present placement efforts.
2. Implement procedures. Assist students and graduates with job placement or placement in advanced training.
3. Increase participation in placement activities. Continue or expand vocational instructors' placement activities; use advisory committee recommendations for placement.
4. Collect and use follow-up data. Initiate or continue follow-up studies of graduates; use data as a guide for future placement services.
5. Use outside resources for assistance. Use services of manpower agencies; obtain assistance from county office, business community, ROP.
6. Other. Update, implement Function 9 in District Plan; expand staff; use specific techniques; coordinate present efforts; assign responsibility; provide placement services at career center.

Teams indicated their widespread dissatisfaction with placement activities in the districts reviewed. Apart from placement in work experience programs, they found placement activities to be chiefly informal; done by individuals acting independently. Teams recommended that ongoing placement efforts by teachers, counselors, and others be coordinated in an organized placement service for students and graduates of vocational programs. Often this recommendation took the form of reminding districts to implement the Placement function as written in their District Plan.

Teams encouraged continued participation by vocational instructors who should be involved in placing the students they serve. Teams felt that advisory committees could make useful recommendations and that assistance might also come from the county office, employers, manpower agencies, and the ROP.

Teams suggested that centralized placement services might be housed in a placement office or career center location staffed to handle student and employer requests and record reports of placement.

Follow-up data on students placed should be collected and used as a guide for future placement, teams advised, noting that this data would also be useful in planning programs and in evaluating course effectiveness.

Recommendations and commendations seldom mentioned placement in advanced training, but were concentrated almost entirely on job placement.

From their observations, DROVE administrators agreed that placement is a weak area in many vocational education delivery systems. Placement often is not considered to be an integral part of the vocational education program by district administrators, who are reluctant to assume this responsibility. Districts may need direction in practical ways to improve their present methods for placing students. The beneficial side effects of placement activities: instructor contact with employers, useful information for program planning and evaluation, and increased community awareness, are evidently unknown or are being disregarded.

Function 10 VOCATIONAL INSTRUCTION. Providing vocational education offerings which meet the needs of the district's population and the labor market.

	RECOMMENDED STRATEGIES	NUMBER OF RECOMMENDATIONS	NUMBER OF COMMENDATIONS
1.	Provide programs to meet needs.	74	65
2.	Improve curriculum design, materials.	69	21
3.	Improve instructional materials, methods.	28	18
4.	Improve work experience programs.	48	24
5.	Participate in ROP.	20	24
6.	Incorporate youth groups as a technique.	27	9
7.	Use advisory committees.	25	3
8.	Design instruction for students with special needs.	17	22
9.	Improve articulation with other programs.	22	6
10.	Review conditions which affect instruction.	14	2
11.	Other.	133	77
	Total	477	271

SYNOPSIS OF RECOMMENDATIONS

1. Provide programs to meet needs. Expand vocational education offerings as indicated by population and job market needs; consider specific vocational or vocationally oriented courses; increase work experience opportunities; provide vocational instruction for continuation school students; increase participation in ROP.

2. Improve curriculum design, materials. Update curriculum; update performance objectives; incorporate job performance requirements in instruction; review vocational status of programs; organize courses into programs.

3. Improve instructional materials, methods. Utilize individualized instruction; develop performance certificates; increase use of resource facilities and materials; use other specific instructional strategies.

4. Improve work experience programs. Establish or expand work experience programs; provide staff and other resources; make work experience an integral part of instruction.

5. Participate in ROP. Supplement offerings through participation in ROP; plan additional offerings with ROP; articulate instructional programs, objectives with ROP.

6. Incorporate youth groups as a technique. Establish youth groups as an integral part of the instructional program; encourage participation in existing organizations.

7. Use advisory committees. Organize and/or use advisory committees for each vocational program to provide information and recommendations about instruction, entry-level skills, job placement.

8. Design instruction for students with special needs. Provide special instruction for services needed by disadvantaged and handicapped students; provide continuation school students with vocational courses and work experience opportunities.

9. Improve articulation with other programs. Develop closer articulation with other programs, including community colleges, ROP, feeder schools; articulate programs within district.

10. Review conditions which affect instruction. Consider alternatives for scheduling, course length; provide more flexibility in course offerings.

11. Other. Cooperate with others to expand offerings; improve use of District Plan, State Plan; review and update instruction, implement subject matter reviews; improve communications, interaction between participants; increase participation of district and non-district personnel; provide instruction to students not now being served.

The development of curriculum (content, materials) was a concern in nearly every report. Teams commended districts and, more frequently, individual departments for their competency-based curricula and for utilizing measurable performance objectives; however, they found many instances where curriculum improvements were needed. They recommended developing or updating performance objectives and courses of study and advised that instruction be more closely tied to job performance requirements. They urged districts to review the vocational status of courses, and to revise content to provide entry-level skill training. They recommended that vocational courses be organized into programs and that their content be related more closely to student and community needs.

In statements about instructional materials and methods, teams specifically endorsed such techniques as individualized instruction (e.g., using student contracts), awarding certificates of proficiency, and utilizing learning center resources for vocational instruction.

While teams frequently commended districts for providing instruction to meet identified needs, they recommended further program expansion in response to demand. They suggested adding specific courses to provide more comprehensive vocational programs and encouraged interdisciplinary offerings of vocationally-oriented subject matter (e.g., in English, mathematics, science). They consistently endorsed establishing or expanding work experience components as an integral part of vocational instruction and made recommendations for assigning additional staff to develop and coordinate these programs. Teams recommended establishing or strengthening vocational programs in continuation schools in districts where they found little or no vocational instruction was

offered to these students. And they repeatedly advocated use of the ROP as a means for supplementing district instructional offerings.

In recommendations addressed to districts and to individual programs, teams proposed greater involvement of subject matter advisory committees and vocational youth groups in vocational instruction. They found many districts had yet to organize advisory committees for each program area to give advice about program content and teaching of entry-level skills. Also, teams recommended that youth groups be established as a regular part of each instructional program to extend the benefits of school in areas of citizenship, social awareness, and career and leadership development.

Teams were not satisfied with either the organization or the techniques used in instruction. In particular, they perceived need for updating curriculum to provide content more closely related to current on-the-job practices and to student needs. This suggests that the Bureaus should intensify efforts to assist department staffs in identifying relevant curricula and appropriate instructional strategies.

ROP and work experience programs seem to be accepted as promising alternatives or adjuncts to on-campus instruction. The state should continue to monitor these programs and disseminate information about effective operations. Perhaps district administrators will heed the success of the ROP concept and be persuaded to support more flexible, comprehensive vocational offerings to meet the needs of students on all campuses in their districts.

Function 11 PROGRAM REVIEW. Reviewing current and proposed vocational education offerings in relation to the total school program.

RECOMMENDED STRATEGIES	NUMBER OF RECOMMENDATIONS	NUMBER OF COMMENDATIONS
1. Establish procedures for regular program review.	36	10
2. Review programs, implement changes.	53	18
3. Increase participation in program review:	94	10
Advisory committees	(28)	(1)
Students	(21)	(0)
School/district personnel	(25)	(5)
Non-district personnel	(20)	(4)
4. Collect, disseminate and/or use review data.	29	6
5. Establish criteria for use in review.	20	1
6. Improve use of planning documents.	15	8
7. Review articulation with other programs.	13	1
8. Other.	38	27
Total	298	81

SYSNOPSIS OF RECOMMENDATIONS

1. Establish procedures for regular program review. Establish more definitive procedures for regular districtwide review of all existing vocational education courses and for the consideration of new courses.

2. Review programs, implement changes. Periodically review vocational education programs; review effectiveness in attaining objectives in District Plan; implement review recommendations.

3. Increase participation in program review. Establish, use advisory committees; involve students and graduates; involve staff, teachers, counselors, other school personnel; involve employers and others from the community, county office personnel.

4. Collect, disseminate, and/or use review data. Compile follow-up data; disseminate review input data, results of reviews; use population needs, job market, follow-up data in review process.

5. Establish criteria for use in review. Develop criteria for continuing, modifying, adding, or deleting programs.

6. Improve use of planning documents. Implement Function 11 in District Plan; use District Plan, State Plan as reference in review.

7. Review articulation with other programs. Review articulation with other programs in the school, district, area to coordinate services and resources.

8. Other. Review programs for students with special needs; clarify goals and objectives.

There was little evidence of systematic review of vocational programs in the 60 DROVE reports. Teams consistently recommended that districts establish procedures for regular review of programs, or that they implement procedures outlined in their District Plan. Districts were commended for conceptualizing a review process and for participating in Bureau program reviews, but less than 15 percent had performed routine program reviews that were acknowledged by the teams. In nearly every report, teams indicated or implied that periodic reviews of existing and proposed vocational offerings should be scheduled.

Teams consistently advised districts to use a broad base of participants in their review process, including advisory committee members, students, vocational education staff, and representatives from the business community.

Recommendations prescribed that the districtwide program reviews should be comprehensive, considering each vocational offering in relation to other offerings in the school and district, or available to students at other educational institutions. As a tool in the review process, districts were seen as needing to develop criteria for continuing, modifying, deleting, or adding programs. Student interest, competencies required, job opportunities, and placement were among the criteria suggested. Teams recommended that follow-up studies and information about population and job market needs be used as input data in reviewing programs and making decisions about changes.

If periodic program review is held to be essential to delivering quality vocational education, something must be done to stimulate local personnel to make regular checks on their vocational offerings. Considerable effort has been expended in recent years by the Bureaus to develop self-evaluation systems for subject matter reviews by single schools or by districts. These systems are available to districts; or districts may choose to develop their own procedures. The suspicion is that faculties frequently may not be aware of or do not wish to admit to the importance of objectively assessing their individual programs in the context of other district offerings and population and job market needs. In these cases, strong administrative direction and assistance will be required to organize and implement review systems which involve instructors, administrators, and advisors in cooperative efforts to review programs, identify needs for change, and set priorities for actions. Assisting in program review is certain to be another assignment for the vocational education coordinator,

one which confirms again the need for this administrative position in the district management structure.

Function 12 EVALUATION. Ongoing and periodic assessment of how well the district is performing its vocational education functions, as a basis for program improvement and management decisions, both locally and at the state and national levels.

RECOMMENDED STRATEGIES	NUMBER OF RECOMMENDATIONS	NUMBER OF COMMENDATIONS
1. Establish procedures for regular evaluation.	48	2
2. Conduct evaluation, implement changes.	52	31
3. Compile, disseminate, and/or use evaluation data.	44	9
4. Increase participation in evaluation:	61	2
Advisory committees	(20)	(0)
Students	(8)	(1)
School/district personnel	(16)	(0)
Non-district personnel	(17)	(1)
5. Establish criteria, policies.	21	6
6. Improve writing, use of District Plan.	17	5
7. Other.	37	39
	280	94

SYNOPSIS OF RECOMMENDATIONS

1. Establish procedures for regular evaluation. Develop a system for ongoing evaluation of the total vocational education system; develop procedures for collection, dissemination, and use of evaluative data.

2. Conduct evaluation, implement changes. Evaluate system performance of the 12 functions of vocational education; evaluate programs; perform ongoing and periodic evaluations of processes and products of system.

3. Compile, disseminate, and/or use evaluation data. Collect and interpret follow-up and other evaluation data; disseminate these data and evaluation results to all involved; use data to verify effectiveness of vocational system, as feedback for program planning and modification.

4. Increase participation in evaluation. Establish, use advisory committees; obtain student inputs; involve teachers, other school/district personnel; involve state and county staff, employers, and others from the community.

5. Establish criteria, policies. Develop performance objectives, other evaluative criteria; establish policies for conducting evaluation.

6. Improve writing, use of District Plan. Review and update District Plan for use as a tool in evaluation; implement Function 12 in Plan.

7. Other. Assign responsibility; use specific techniques.

In comparison to other functions, the Evaluation function had a high ratio of recommendations to commendations (three to one); apparently very little systematic evaluation was observed in the districts reviewed. Fourteen districts were commended for their participation in the DROVE process: with a few exceptions, this was the only evaluation activity acknowledged by visiting teams. In 80 percent of the reports, teams recommended that evaluation procedures be developed and that regular evaluation of the processes and products of the vocational education system take place.

Teams also recommended that procedures for comprehensive follow-up and for dissemination and use of evaluative data be formulated and implemented. In addition to the data, it was recommended that the results of evaluation should be disseminated for use in planning and review and for other management decisions.

Districts were advised by teams to develop definitive criteria which could be used as a basis for evaluating their vocational education system and its programs. Teams suggested writing or adapting program objectives, reviewing and updating District Plan statements, or developing evaluation instruments for use as evaluative tools.

Teams felt that broad participation was desirable in implementing evaluation procedures: advisory committte members, students, school and district personnel, county and state staff, employers, and others from the community should be involved.

In implementing team recommendations to disseminate evaluation results, district personnel would be advised to provide only usable information. The decision-maker needs to receive an analysis that summarizes pertinent facts and exposes critical issues so that he can readily use the information in making his determinations. Receiving evaluation results in this form might induce administrators to allocate resources and establish policies mandating more systematic, formal evaluation.

Section III

PROGRAM ANALYSIS

The primary purpose of the 60 DROVE reviews was to identify strengths and weaknesses in a district's total vocational education system, rather than to assess performance of any one school or program in the system. DROVE visiting team members were not selected as subject matter specialists. In the orientation for their assignment, they were asked to make a comprehensive review of district management of vocational education and to avoid directing attention to specific programs. Nevertheless, teams identified commendable performance and needs for improvement which they attributed to discrete instructional programs.[1]

Since an objective of this study also was to determine common areas of strength and weakness in total district vocational education systems, report statements which did not apply to the district as a whole were isolated for separate analysis. It should be emphasized that these statements do not represent a review of individual programs in the 60 districts; they point out exceptional areas that teams observed during the district review and chose to comment on in their reports.

As a group, these statements differed considerably from the larger body of report statements in this respect: there were more commendations (199) than recommendations (176). In the administrative portion there were approximately two recommendations to every one commendation. Teams frequently found that they could commend performance by an individual department, but not by the district as a whole.

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[1]It is suggested that interaction between teacher and pupil in classroom activities is "where the action is." It is obvious, easy to observe, and everyone on a visiting team considers himself to be knowledgeable about teaching. Team members who are unsure of their verification obligations and activities can and often do find comfort in observing classes and talking to teachers. During the 1975-76 reviews a concerted effort was made to direct teams away from instruction and toward system components and management. Special subject matter reviews were made a part of DROVE. These reviews were conducted by subject matter experts and their conclusions and recommendations were transmitted to the DROVE verification teams for consideration. This reduced the tendency for team members to spend large amounts of their time in classroom observation and also reduced the number of statements they wrote about discrete programs.

One-third of the statements dealt with the classes offered or with their content. Teams commended departments for specific courses available in the four subject matter areas and suggested courses they thought appropriate to add to department offerings. In suggesting actions to improve content of existing programs, teams expressed concern about upgrading the vocational status of industrial and (less frequently) business education courses. They recommended to homemaking instructors that they place more emphasis on consumer education in their classes and to business departments that they include work experience as an integral part of their curriculum.

As in statements directed toward the system as a whole, teams supported involving people and organizations in statements addressed to each of the four subject matter areas. In particular, they commended agricultural programs for FFA activities and advisory committee support and recommended that business departments organize DECA and FBLA chapters.

Teams pointed out resources they felt were needed by individual departments. Most often they described improvements to equipment or teaching facilities; these were also mentioned most frequently in commendations.

Teams apparently considered information collection and communication to be a district responsibility, as they made only a few recommendations for individual departments to undertake data gathering activities. They commended instructors in business and agriculture for keeping programs current with population and job market needs and for informing students and the community about their programs.

In statements addressed to specific departments, teams endorsed implementation of recommendations made in Bureau review reports and commended departments for their participation in these and other evaluation activities.

The reader is reminded again that these isolated statements about individual instructional programs written in the district review reports cannot be generalized to other programs offered in the DROVE sample districts. Management information about instructional programs in the sample districts was gathered by the Bureaus in independent program reviews on a pilot basis in 1974-75. In 1975-76, the Bureau procedures were standardized and one or more subject matter reviews were conducted in each sample district as a separate phase of the district review process. Four consultants who were subject matter specialists in Agriculture, Business, Homemaking, or Industrial Education

helped local department personnel organize self studies of their programs. Then, in on-site visits, the consultants reviewed the self study results and analyzed information they gathered from teachers, students, and administrators via interviews and questionnaires. In conference with local staff, they produced a report similar to the district review report, with commendations and recommendations addressed to specific elements corresponding closely to the 12 functional elements that structured the district reviews.

An analysis of eight of the 1975-76 subject matter review reports indicated that the subject matter consultants cited the same issues as the district review teams, but gave considerably more attention to program offerings, curriculum, and resources, and less to procedural and administrative issues. As did the district review teams, consultants made slightly more than twice as many recommendations as they made commendations in the eight reports. Generally, statements in these subject matter reports were more detailed and specific than those in the district review reports and there was more individuality in style, due to authorship by one person, rather than a team.

It is expected that, as the subject matter reviews are continued, the consultant reports will yield management information about instructional programs similar to that obtained from the reports of DROVE visiting teams. Student and faculty questionnaires administered by the consultants are also a potential source of information about program operations; their further analysis is recommended.

Appendix

BACKGROUND ON THE REPORT STATEMENTS AND THE METHOD OF ANALYSIS

To provide a better understanding of the derivation of material in the preceding sections, brief descriptions are included here of (1) how the DROVE report statements were written by the visiting teams and (2) how the statements were categorized and analyzed for this report.

HOW THE STATEMENTS WERE WRITTEN

Visiting teams were required to write two kinds of statements for their reports: commendations, describing commendable features of the district vocational education system, and recommendations, describing actions they thought the district should take to improve the system. To achieve uniformity in reporting style, teams were given the following instructions by DROVE staff in an orientation meeting at the beginning of their visit to the district:

- Statements should be brief and as specific as possible.[1]
- It may not be appropriate to write commendation or recommendation statements for every function: commendations should be made only for real accomplishments; recommendations should propose significant changes to ongoing activities.
- Recommendations should be written for performances which were rated as unsatisfactory. Recommendations for improving satisfactory performance are also in order. Improvements and actions which will result in better vocational education opportunities for students are the most important product of a vocational education delivery system review.
- No recommendation is made without designating responsibility to an office or unit to carry it out.
- Recommendations must be within the capability of the unit to accomplish. It does no good to make impossible recommendations.

Commendations and recommendations were usually drafted by individual team members. Teams were instructed to discuss all draft statements and to reach a consensus agreement on all statements that were to be included in their report. Consensus discussions were held and reports were presented orally to local personnel before the team left the district. The final written report was edited, rechecked by team members, and mailed to the superintendent of the district reviewed within approximately 30 days of the visit.

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[1] These directions, with examples of report statements and other instructions for the review, are included in the DROVE Handbook, which was given to each team member at the orientation meeting.

Some sample recommendations and commendations from the 60 reports appear on the following page. These were selected to illustrate the variety of style, detail, and specificity that occurred in the statements. Each is identified by the functional heading under which it appeared in the report. Commendation statements were selected which cite commendable features corresponding to the courses of action suggested in the sample recommendations.

HOW THE STATEMENTS WERE ANALYZED

The first step in the analysis process was to identify discrete categories of recommendations and commendations. Beginning with a preliminary study of 12 reports, a listing of 35 distinct categories or recommended strategies with corresponding commendations was evolved. Using this list, all of the report statements were categorized. Statements in each report were carefully reviewed to identify: (1) compound statements which contained elements fitting more than one of the 35 categories, so that these elements could be separated out for tabulation; (2) statements which described components within a category, so that these components could be combined for tabulation; and (3) statements which were duplicated elsewhere in the report, so that these would not be counted twice.

Over 3,300 written statements appeared in the 60 reports. In these, nearly 5,000 discrete elements were identified and assigned to the 35 categories. A total of 4,617 elements were included in the functional analysis; 375 elements which pertained to specific programs were treated separately in the program analysis. To assure consistency in interpretation, the categorization was done by one individual, with periodic review and suggestions from the project director.

When the written statement elements had been fitted to appropriate categories, the elements assigned to each category were recorded and counted. Tables were made showing the frequency with which teams had cited elements in each category.

The next step was to determine the significance of these tabulations. The content of the elements recorded for each category was studied. Conclusions were formulated, based on judgments about the significance of the content and the frequency with which teams had made the recommendations or corresponding commendations.

SAMPLE STATEMENTS FROM DROVE REPORTS

RECOMMENDATIONS

The Verification Team recommends that:

Population needs data be obtained and summarized in a written report to be distributed to the administrative and vocational staffs as a basis for curriculum development. (Function 1, Population Needs)

Department program planning processes be strengthened and articulated in a districtwide vocational education planning process. (Function 4, Program Planning)

The district consider the assignment of a full-time person to coordinate and supervise all vocational activities including work experience education. (Function 7, Curriculum Resources and Ancillary Services)

The district provide up-to-date curriculum guides and course outlines with stated goals and measurable objectives supporting the instructional programs. (Function 10, Vocational Instruction)

The district review community needs to determine appropriateness of existing programs and identify needed new programs. (Function 11, Program Review)

COMMENDATIONS[1]

The verification Team commends:

The efforts of the Vocational Education Coordinator in collecting and analyzing population needs data. (Function 1, Population Needs)

The school's administration, counselors, faculty, and support staff for developing a five year planning process which includes vocational education as a viable delivery element in the plan. (Function 4, Program Planning)

The district for its commitment to vocational education as evidenced through development of a full time Vocational Education Coordinator position. (Function 7, Curriculum Resources and Ancillary Services)

The faculty for preparing complete objectives and course outlines for each vocational program. (Function 10, Vocational Education Instruction)

The staff for their efforts to utilize available and current information regarding job market and population needs to support the present program review process. (Function 11, Program Review)

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[1]Commendation statements have been selected which correspond to the recommendation statements for each function in the list above.